

## Social Studies 30-2

### OVERVIEW

Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

### RATIONALE

Democratic and capitalist societies are founded upon the key values of individualism and liberalism. Active and responsible citizenship requires citizens to have knowledge and skills to examine, analyze and evaluate a variety of political and economic systems. An awareness of the evolution of ideologies is key to comprehending and responding to local, national and global issues.

#### Key Issue

To what extent should we embrace an ideology?

#### Key Outcome

Students will understand, assess and respond to the complexities of ideologies.

#### Related Issues

1. *Should ideology be the foundation of identity?*
2. *Is resistance to liberalism justified*
3. *Are the values of liberalism viable?*
4. *Should my actions as a citizen be shaped by an ideology?*

#### General Outcomes

1. Students will explore the relationship between identity and ideology.
2. Students will understand impacts of, and reactions to, liberalism.
3. Students will understand the extent to which the values of liberalism are viable in a contemporary world.
4. Students will understand their rights, roles and responsibilities as citizens.

## Course Scope and Sequence

### *Related Issue 1*

*Should ideology be the foundation of identity?*

#### General Outcome

Students will explore the relationship between identity and ideology.

Time Frame

Instructional  
Strategies

Resources

## Values and Attitudes

*Students will:*

- 1.1 appreciate various perspectives regarding identity and ideology (PADM, ER, TCC)
- 1.2 appreciate various perspectives regarding the relationship between individualism and common good (PADM, C, GC)

## Knowledge and Understanding

*Students will:*

- 1.3 explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology) (I, C, LPP)
- 1.4 identify historic and contemporary expressions of individualism and collectivism (I, C, LPP, TCC)
- 1.5 examine the characteristics of ideology (interpretations of history, beliefs about human nature, beliefs about the structure of society, visions for the future) (TCC, PADM, CC)
- 1.6 identify themes of ideologies (nation, class, relationship to land, environment, religion) (TCC, PADM, LPP)
- 1.7 examine individualism as a key value of ideology (values of liberalism: individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property) (PADM, ER, C)
- 1.8 examine collectivism as a foundation of ideology (values of collectivism: collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property) (PADM, ER, C)
- 1.9 examine the relationship between individualism and common good in contemporary societies (PADM, ER, C)

**Unit One:  
2.5 weeks  
(we will be covering,  
on average a  
chapter from the  
textbook every 5  
days)**

**Lecture / power  
point presentations**

**Bell work for  
review**

**Questioning**

**Class discussion**

**Independent and  
group research**

**Worksheets**

**Graphic organizers**

**Daily activities**

**Textbook**

**Critical challenges  
resources**

**Internet sources  
(media sites,  
learnalberta,  
newsmag,  
databases,  
organizations,  
government, blogs)**

**Documentaries/mov  
ie clips.**

1.10 analyze the extent to which personal identity should be shaped by ideologies (I, C)			
<b>Evaluation</b>			
<b>Formative:</b> Bell work, assignments, vocabulary, daily activities, critical challenges ( <i>15% of mark</i> )			
<b>Summative:</b> Interpretation/Position papers ( <i>20% of mark</i> ), Projects ( <i>20% of mark</i> ), Quizzes ( <i>15% of mark</i> ), Chapter/Unit Test ( <i>30% of mark</i> ).			
<p><i>Related Issue 2</i>  <i>Should resistance to liberalism justified?</i>  <b>General Outcome</b>  <b>Students will understand impacts of, and reactions to, principles of liberalism.</b></p>			
	<b>Time Frame</b>	<b>Instructional Strategies</b>	<b>Resources</b>

<p><b>Values and Attitudes</b>  <i>Students will:</i>  2.1 appreciate Aboriginal contributions to the development of ideologies (C, LPP, PADM)  2.2 appreciate how citizens and citizenship are impacted by the promotion of ideological principles (C, TCC)  2.3 appreciate that individuals and groups may adhere to various ideologies (I, C, PADM)</p> <p><b>Knowledge and Understanding</b>  <i>Students will:</i>  2.4 explore Aboriginal contributions to the development of liberalism (PADM, ER, LPP)</p>	<p><b>Unit Two:</b>  <b>Approximately 6 weeks.</b>  <b>(we will be coving, on average a chapter from the textbook every 5 days)</b></p>	<p><b>Lecture / power point presentations</b></p> <p><b>Bell work for review</b></p> <p><b>Questioning</b></p> <p><b>Class discussion</b></p> <p><b>Independent and group research</b></p> <p><b>Worksheets</b></p>	<p><b>Textbook</b></p> <p><b>Critical challenges resources</b></p> <p><b>Internet sources (media sites, learnalberta, newsmag, databases, organizations, government, blogs)</b></p> <p><b>Documentaries/mov ie clips.</b></p>
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2.5 explore the relationship between the values of liberalism and the origins of liberal thought (Adam Smith, John Stuart Mill) (PADM, ER, TCC)

2.6 examine the impacts of liberal thought on 19th century society (laissez-faire capitalism, industrialization, class system, limited government) (PADM, ER, TCC)

2.7 examine ideologies that developed in response to liberalism (socialism, Marxism) (PADM, ER, TCC)

2.8 examine the growth of liberalism (labour standards and unions, voting rights, welfare state, protection of human rights, feminism) (PADM, ER, TCC)

2.9 analyze ideological systems that rejected liberalism (Communism in the Soviet Union, fascism in Nazi Germany) (PADM, ER, TCC)

2.10 examine how ideological conflict shaped international relations after the Second World War (expansionism, containment, deterrence, brinkmanship, détente, liberation movements) (TCC, PADM, ER)

2.11 examine perspectives on the imposition of liberalism (Aboriginal experiences, contemporary events) (PADM, ER, TCC)

2.12 examine the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, extremism) (PADM, ER, LPP)

2.13 evaluate the extent to which resistance to liberalism is justified (PADM, ER, GC)

**Graphic organizers**

**Daily activities**

**Evaluation**

**Formative: Bell work, assignments, vocabulary, daily activities, critical challenges**

**Summative: Interpretation/Position paragraphs and papers, Projects, Quizzes, Chapter/Unit Test**

***Related Issue 3***  
***Are the principles of liberalism viable?***

**General Outcome**

**Students will understand the extent to which the values of liberalism are viable in a contemporary world.**

	<b>Time Frame</b>	<b>Instructional Strategies</b>	<b>Resources</b>
<p><b>Values and Attitudes</b> <i>Students will:</i></p> <p>3.1 appreciate various perspectives regarding the viability of the values of liberalism (PADM, ER)</p> <p>3.2 appreciate various perspectives regarding the promotion of liberalism within political and economic systems (PADM, ER, C)</p> <p><b>Knowledge and Understanding</b> <i>Students will:</i></p> <p>3.3 explore the extent to which governments should reflect the will of the people (PADM, C)</p> <p>3.4 explore the extent to which governments should encourage economic equality (PADM, ER, C)</p> <p>3.5 examine the extent to which the practices of political and economic systems reflect the values of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, free market economy, command economy, mixed economy) (PADM, ER, C)</p> <p>3.6 examine why government practices may not reflect values of liberalism (Canada, contemporary examples) (PADM, ER)</p> <p>3.7 explore the extent to which governments should promote</p>	<p><b>Unit Two:</b> <b>Approximately 4 weeks.</b> <b>(we will be covering, on average a chapter from the textbook every 5 days)</b></p>	<p><b>Lecture / power point presentations</b></p> <p><b>Bell work for review</b></p> <p><b>Questioning</b></p> <p><b>Class discussion</b></p> <p><b>Independent and group research</b></p> <p><b>Worksheets</b></p> <p><b>Graphic organizers</b></p> <p><b>Daily activities</b></p>	<p><b>Textbook</b></p> <p><b>Critical challenges resources</b></p> <p><b>Internet sources (media sites, learnalberta, newsmag, databases, organizations, government, blogs)</b></p> <p><b>Documentaries/movie clips.</b></p>

individual and collective rights (Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; emergencies and security legislation) (PADM, C, CC)

3.8 evaluate the extent to which the values of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship) (PADM, ER, LPP)

**Evaluation**

**Formative: Bell work, assignments, vocabulary, daily activities, critical challenges**

**Summative: Interpretation/Position paragraphs and papers, Projects, Quizzes, Chapter/Unit Test**

*Related Issue 4*

*Should my actions as a citizen be shaped by an ideology?*

**General Outcome**

**Students will understand their rights, roles and responsibilities as citizens.**

	<b>Time Frame</b>	<b>Instructional Strategies</b>	<b>Resources</b>
<p><b>Values and Attitudes</b>  <i>Students will:</i>            4.1 appreciate the relationship between citizenship and leadership (C, I)             4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)             4.3 accept responsibilities associated with individual and collective citizenship (C, GC)  <b>Knowledge and Understanding</b>  <i>Students will:</i>            4.4 explore how ideologies shape individual and collective citizenship (C, PADM, GC)</p>	<p><b>Unit Two:</b>  <b>Approximately 2 weeks.</b>  <b>(we will be covering, on average a chapter from the textbook every 5 days)</b></p>	<p><b>Lecture / power point presentations</b>   <b>Bell work for review</b>   <b>Questioning</b>   <b>Class discussion</b>   <b>Independent and group research</b></p>	<p><b>Textbook</b>   <b>Critical challenges resources</b>   <b>Internet sources (media sites, learnalberta, newsmag, databases, organizations, government, blogs)</b></p>

<p>4.5 examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation) (C, PADM, ER)</p> <p>4.6 examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, antiwar movements, pro-democracy movements, contemporary examples) (C, PADM, GC)</p> <p>4.7 analyze the extent to which ideology should shape responses to contemporary issues (I, C, GC)</p> <p>4.8 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)</p> <p>4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)</p>		<p><b>Worksheets</b></p> <p><b>Graphic organizers</b></p> <p><b>Daily activities</b></p>	<p><b>Documentaries/movie clips.</b></p>
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**Evaluation**  
**Formative: Bell work, assignments, vocabulary, daily activities, critical challenges**  
**Summative: Interpretation/Position paragraphs and papers, Projects, Quizzes, Chapter/Unit Test**

**SKILLS AND PROCESSES FOR GRADE 9**  
**\*\*\*NOTE: The skills and processes are acquired by incorporating them into daily activities, assignments, projects, essays, quizzes and unit exams.**

**Dimensions of Thinking**  
*critical thinking and creative thinking*  
analyze ideas and information from multiple sources

*historical thinking*  
understand diverse historical and contemporary perspectives within and across cultures

*geographic thinking*  
analyze the ways in which physical and human geographic features influence world events

***decision making and problem solving***

demonstrate skills needed to reach consensus, solve problems and formulate positions

**Social Participation as a Democratic Practice**

***cooperation, conflict resolution and consensus building***

demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences

***age-appropriate behaviour for social involvement***

demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community

**Research for Deliberative Inquiry**

***research and information***

develop and express an informed position on an issue

**Communication**

***oral, written and visual literacy***

communicate effectively in a variety of situations

***media literacy***

assess the authority, reliability and validity of electronically accessed information